

Goal 3:

The 4-H volunteer and staff community, at all levels, will be skilled and knowledgeable in interacting with children and families from diverse groups.

California

“The Neighborhood GreenNet Project” or “La Red Verde de la Vecindad”

Situation:

“The Neighborhood GreenNet Project” or “La Red Verde de la Vecindad” is a collaborative project aimed at engaging low-income families, and in particular their children, who live in public housing in the city of Santa Barbara, in horticultural (green) educational projects and horticultural-based small business startups. GreenNet, in keeping with CYFAR’s technology initiative, has included the use of cutting-edge computer technology, thus providing participants access to web-based sources of information, organizing and planning tools, and networking capabilities. This effort represents GreenNet’s primary intended outcome:

“It is the GreenNet Project’s vision that young people and families participating in the project will develop self-sufficiency skills and abilities that will help them serve as examples of success and as agents of positive change in their communities.”

Program Description:

GreenNet is a collaboration between the Housing Authority of the City of Santa Barbara (HACSB) and the UC 4-H Youth Development Program. Based out of the 4-H Youth Learning Through Nature Green House Garden on the Santa Barbara high School campus, GreenNet is in a central location for many residents of public housing. Santa Barbara High School has also provided the after school use of their computer labs. Arroyo Gardens, a site owned and developed by the housing authority has been prepared to serve as a base for the next stage of expansion. The Family Opportunity Center was established by the Housing Authority on the grounds of one of their large housing units as a result of GreenNet. The center also includes a computer lab that is used for GreenNet computer classes. Principally personnel of the Housing Authority’s Resident Services Department staff GreenNet with the majority of the program’s staff having been bi-lingual and bi-cultural. GreenNet has also served as an opportunity to provide local teens who have served as paid project staff, working as activity leaders, website designers and assistant project coordinators. Likewise, teen volunteers who are performing school-required community service serve as staff assistants. These same teen volunteers are often hired project staff when they complete their community service. The over-whelming majority of the teen staff are also Latino and bi-lingual and they accurately represent the ethnic makeup of the majority of housing residents, which is over 90% Latino. The teen staff has helped mentor and teach the project’s young participants who range in age from 5 to 12 years of age. Participants learn through hands-on, experiential green projects that utilize the 4-H YES, SERIES, TWIGS and Junior Master Gardener’s curricula. Participation in GreenNet includes teen staff and youth participants developing community-based environmental projects.

Stakeholder Satisfaction:

GreenNet has over seven paid part-time staff that make up a total of 2.3 FTE. GreenNet classes meet twice a week for ten weeks. The sustainability of GreenNet has been assured as the

program has been included in the budget of the Housing Authority. Likewise, 4-H/UC Extension in Santa Barbara County will continue to support the program by providing staff training, and by helping secure additional funding and resources to support the program. 4-H and housing program staff have also been working together to develop community support for GreenNet, sharing the programs success with community officials and decision makers.

Accomplishments and Impacts:

Project accomplishments have included the development of two native-plant nurseries for local restoration projects. Project staff report that many of the teen participants in GreenNet have gone on to college education, and several have elected to major in business, technology, science or a science-related fields. The majority of these teens have expressed to staff that their GreenNet experience helped them develop new work skills and self-confidence. GreenNet staff recently developed the “Splash to Trash” project designed to inform and engage housing residents in local water quality and waste management issues. In developing the curriculum, they drew on 4-H SERIES, YES and CASEC (California Aquatic Science Education Consortium) curricula.

Since 1998, GreenNet has involved over 550 youth and 350 housing resident families throughout the city of Santa Barbara. Overall, GreenNet has been successful in making positive contributions to the community and the agencies involved. GreenNet has helped develop the capacity of the Housing Authority’s Resident Services division and it has helped the local 4-H program more effectively serve an urban community.

Resource Commitment:

External funding included:

\$26,000.00 from the US Department of Justice

\$10,000 raised in donations from local businesses

\$8,000 from RREA funds

Approximately \$8,000 money raised from the sale of native plants

Collaborators:

Resident Services, Housing Authority, City of Santa Barbara
Santa Barbara High School

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Base program areas to which this program applies:

Natural Resources Environmental Management, Community Resource & Economic
Development, Agriculture, Leadership & Volunteer Development
4-H Youth Development, Family Development & Resource Management

Georgia

F.L.A.S.H PROGRAM

Situation:

McIntosh county is a large rural non-agricultural, non-industrial coastal county in Georgia. Data analyzed for 1994-1998 showed a sharp increase in teen pregnancies to unwed teenage mothers and a 50% increase in sexually transmitted diseases being reported in McIntosh county. The school system felt compelled to become pro-active and decided to provide Health education to all middle school students. After soliciting public input the Board of Education adopted the Family Life and Sexual Health (F.L.A.S.H.) curriculum. The school system curriculum director asked the McIntosh county Extension 4-H agent to act as a resource teacher and implement the program.

Program Description:

Students receive a three day program of instruction of 90 minutes per schedule block. Sixth grade students receive 1st year instruction, 7th second and 8th third. The material covered is age grade appropriate. The program is taught gender separate to alleviate apprehension when asking questions. Though genders are separated the same material is covered. There is an introductory session which helps set the tone for the class. Students are reminded to be respectful to all who choose to participate in discussions and that proper terminology, not slang must be used. Sections covered include puberty, sexual health and hygiene, sexually transmitted diseases, acquired immune deficiency syndrome, reproductive system, decision-making, touch and abstinence, birth control and resource people.

Stakeholder Satisfaction:

The program is starting it's fourth year and has stood the test of a new school administration. The science teachers whose class this is presented in gave F.L.A.S.H. high marks. Parental support is very encouraging. In three years only 7 students out of 1260 have had parents opt them out of the instruction. The McIntosh county Family Connection Collaborative's No Baby Team receives quarterly reports during committee meetings and have been supportive.

Accomplishments and Impacts:

Pre-post tests yielded an average of 20% increase in knowledge gained. Parental, school and community awareness and support have been positively impacted by the F.L.A.S.H. program. Long term data will yield more accurate impact on the changes in behaviors of the participants by showing a decrease in teen pregnancy in the high school and reports of incidences of sexually transmitted diseases and aids cases.

Resource Commitment:

Curriculum resources and support is provided by the McIntosh County School System.

Collaborators:

The Cooperative Extension agent and program assistant; McIntosh County Health Department, McIntosh County school system and McIntosh county Family Connections Collaborative.

Contact Person (s):

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Other base program areas this program applies to:

4-H/Youth Development
Family Development & Resource Management
Nutrition, Diet and Health

*Michigan***4-H Partnerships for Activism and Social Justice****Situation:**

Threats, words of hate and harassment that target groups based on race, ethnicity, gender, sexual orientation, economic class, and physical and mental abilities appear to be on the rise in communities across the country. The Michigan 4-H Partnerships for Activism and Social Justice (PASJ) Project offers teens and adults ways to intentionally focus on these issues and work together to make a positive difference in the culture and climate of their communities.

Program Description:

4-H PASJ (pronounced “passage”) was created in 2001 through energy in Michigan 4-H around creating community-wide efforts in character development that focus on building people’s capacity for trustworthiness, respect, responsibility, fairness, caring and citizenship. This youth and adult leadership project takes these issues of character development and moral education to a deeper level. It focuses on how youth working alongside adults can be educators and activists who are working to create caring and positive communities. Together, they examine issues of human difference, the destructive nature of “better than/less than” thinking and the harmful effects of prejudice and discrimination on people and communities. This work is done through intensive and audience-specific training of youth, volunteers and staff members to empower them to take action in their local communities to address social justice issues.

During 2001, seven teams of teens and adults from across the state formed the core statewide PASJ team. These teens and adults took part in several intensive learning experiences, including attending a national “Youth & Adults Uniting for Community Change” conference in Washington, D.C., participating in a weekend retreat, and attending a three-day workshop for more in-depth training. They also carried out local PASJ projects supported by mini-grants, contributed to the development of an educational videotape on anti-bullying, and planned and taught at the Impact 2002 weekend workshop that was held on March 22-24. Ninety-nine youth and adult participants attended the Impact 2002 workshop where they took part in sessions on topics such as the role of music in social justice issues, understanding disabilities, speaking out on social issues, character education, Arab-American culture, and ways to carry out PASJ projects locally.

Stakeholder Satisfaction:

Participants in the Impact 2002 workshop indicated a high degree of satisfaction with the workshop experience (a mean of 4.0 on a 5.0 scale). Participants involved with the core state PASJ team showed an even higher level of satisfaction with their workshop experiences (4.5). Michigan State University has approximately 1 FTEs involved in the project through percentages of two full-time state 4-H program leaders and one part-time MSU Extension Diversity and Personnel specialist, and percentages of full-time county MSU Extension 4-H staff members providing guidance for local programming efforts.

Accomplishments and Impacts:

The PASJ project has impacted hundreds of people throughout Michigan – through both the state levels workshops that have been held and through the local community projects that PASJ teams have carried out. Examples of local projects included cultural education with third grade students, workshops on character and diversity education offered for youth and adult leaders, and a multi-school t-shirt design contest to celebrate diversity. Since the teens involved with the core state PASJ team experienced the most intensive learning and leadership experiences, the impact on their development was significant. Quotes from this group include the following:

- *My communication and leadership skills have improved dramatically through this project.*
- *PASJ had a profound impact on me personally. I've grown up through my experiences with PASJ. I've learned empathy and public speaking skills, but I've also learned a lot about myself, about who I am and what I'm comfortable with.*
- *I learned skills I was able to bring back to my county and share with others. PASJ really opened my eyes!*
- *I learned that it's okay to be an individual and that it takes a lot of courage to be able to stand up for something that everyone else doesn't.*

The voices shared by the young people through the videotaping aspect of this project will also have a significant impact. Their “video presence” has been integrated into an adult workshop titled “Building Circles of Support! Understanding, Confronting and Eliminating Bullying Behaviors” that will be experienced by more than 500 participants during a series of fall 2002 workshops.

Resource Commitment:

Private grants were made to the Michigan 4-H Foundation from the Charles J. Strosacker Foundation (\$40,000) and the Harry A. and Margaret D. Towsley Foundation (\$55,000) to support the creation of communities committed to character development. Portions of these grants were used to support the Partnerships for Activism and Social Justice project.

Contact Person(s):

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Base program areas to which this program applies:
Leadership and Volunteer Development, 4-H Youth Development

Ohio

4-H Volunteer Conference & Bob Evans Farms 4-H Volunteer Recognition Luncheon

Situation:

This program met many needs of the 4-H Volunteers in Ohio. We recognized volunteers for their tenure as well as for their creative volunteer efforts in all phases of the 4-H program. Participants selected from over 100 workshops to better deliver programs for their local clubs.

Program Description:

This annual event combined the Ohio Volunteer Recognition Luncheon with a broad based 4-H Volunteer Education Conference. The luncheon provided an opportunity to recognize selected volunteers for outstanding contributions to Ohio 4-H and additional volunteers on the basis of tenure with Ohio 4-H. The volunteer conference provided a sound, inter-disciplinary volunteer education experience that reached over 1400 adult and youth volunteers in 2002.

Stakeholder Satisfaction:

This educational program is an optional commitment for FTEs. There are 78 counties out of the 88 in Ohio that had participation in the conference. Many FTEs deliver programming as workshop presenters. There is an Ohio Volunteer Conference Steering committee that is made up of 43 volunteers from across the state. These volunteers are made up of 4-H club advisors, county extension 4-H professionals, and state extension specialists. All of these are very committed to 4-H Volunteer Development.

Accomplishments and Impacts:

The Ohio 4-H Volunteer Conference and Bob Evans 4-H Volunteer Recognition Luncheon strengthened the Ohio 4-H Youth Development Program in two key ways. Over 1400 youth and adult volunteers participated in five hours of educational workshops, through which they gained knowledge and skills that will make them more effective volunteers at the county level. The recognition luncheon helped motivate volunteers to continue the work they do and provided examples of innovative ways other volunteers have used to recruit new audiences, increase membership, develop leadership, develop innovative programs and serve the community.

Resource Commitment:

This program is funded very uniquely through several means. Listed below are the ways that this year's program was funded.

Each participant except award recipients paid a registration fee of \$20.

Gifts and Grants assisted in keeping the cost of the program low. Our key sponsor was Bob Evans Farms with a \$15,000 contribution. Counties also contributed over \$16,000 as they

bought into the program for volunteer training for their volunteers. There were also 7 donors who contributed \$1000 to sponsor a volunteer award category. The awards these donors sponsored were Community Service, Meritorious Service, Recruitment, Innovator, Friend of 4-H, Hall of Fame, and Leadership Development.

The Ohio 4-H Foundation also contributed \$3000 of support.

Collaborators:

The Ohio 4-H Volunteer Conference has many collaborators that make this program successful. Instead of having subject matter trainings throughout the year by different specialists for educational purposes for 4-H volunteers, it is encouraged that all training be held at the Ohio 4-H Volunteer Conference. We have had other states send delegations to the conference to see how it is set up and how it works. The steering committee is the backbone of the conference. These unique individuals are committed to volunteer development training. They feel that the Ohio Volunteer Conference is a program for all 4-H volunteers.

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Base program areas to which this program applies:

Leadership and Volunteer Development
4-H Youth Development
